

PM Benchmark Kit 2

NEXT STEPS

To determine a student's reading level, accuracy, comprehension, and fluency must be considered. Use the information available to you to make your best judgment call in deciding on an appropriate reading level that will ensure both challenge and success for your students.

Reading Record Diagnosis	Recommendations	Strategies
		<ul style="list-style-type: none"> • Have student develop a word bank of most frequently used words. <ul style="list-style-type: none"> - Sort and classify the words in the word bank or from word wall. - Sort into words <i>I know, I don't know</i>; number of letters in each word; syllables in each word; words beginning the same; words ending the same; words with smaller words in them; categories of words, e.g., action words, opposites; and so on. • Reconstruct sentences.
2. Comprehension: <i>Accuracy level 90–95%</i> <i>Adequate or good accuracy</i> <i>Adequate fluency or fluent reader</i> Poor retell Poor comprehension	Comprehension: Drop back two text levels and reassess. Continue to drop back until comprehension is adequate.	To improve comprehension: <ul style="list-style-type: none"> • Have students recount personal experiences. • Have student participate in shared writing of common experiences to link reading as "talk written down." • Probe to access and link student's prior knowledge to the story theme/content. • Model and record your predictions before reading aloud to students. Go back and check your predictions during or after you read the story. • Have students make predictions before listening to a story and record their predictions. Reread predictions after the story to decide if predictions were accurate. • Model retellings. • Model retellings using story maps, puppets, pictures, or key words. • Have students practise retellings using the above suggestions. • Chunk the story into sections and retell sections with the student. • Have student listen to retellings by other students. During Guided Reading: <ul style="list-style-type: none"> • Use teacher prompts: "Does this make sense?" "If someone said, _____, would you know what he meant?" • Have student stop to think about what he or she is reading. • Have the student "create a picture" in his or her mind about what he or she is reading. • Read on a little and then come back to think about the part that confused him or her.
3a. Fluency: <i>Accuracy level 90–95%</i> <i>Adequate or good comprehension</i> Word by word or Stilted reading or Slow reading	Fluency: Maintain text level with emphasis on reading longer phrases.	To improve fluency: <ul style="list-style-type: none"> • Use teacher prompts such as, "Put your words together so it sounds like talking." • Model reading with fluency, expression, and phrasing. • Use sweeping motion under phrases and chunks of sentences instead of pointing to each word. • Attend to language and meaning. • Listen to taped books. • Have student reread familiar materials. • Have student read silently before reading aloud. • Have student partner/buddy readings. • Tape-record student reading.